

---

# ••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill

BOSTON OFFICE: - - - 80 Boylston St., Boston, Mass.

NEW YORK OFFICE: - - - 285 Fifth Ave., New York City

SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.

EUROPEAN OFFICE: - - 7 Garrick St., London, W. C. 2, Eng.

AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent

NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year; Ten Cents, the copy.

Copyright, 1921, by The Gregg Publishing Company.

---

Vol. I

MAY, 1921

No 9

---

## The Why and How of Measurements in Shorthand

By Elmer Hoke, A. M.,

Professor of Education, Hood College, Frederick, Maryland

**D**URING the last twenty years there has been developing in University Schools of Education and in the practice of the leading educators in the field, what is known as the *test movement*. Teachers and schools have always felt the necessity for some sort of measure of the results of the educational process. In the past we have attempted to measure school efficiency by means of examinations and teachers' marks. In recent years there has been a growing tendency on the part of leading educators to give up reliance upon examinations and teachers' marks, and to depend upon the results secured by the use of certain tests and scales that have been scientifically constructed.

There are several types of evidence

that teachers' marks have been inaccurate. Probably no

**Teachers' Marks Inaccurate** one who has had much "schooling" will have any difficulty in calling to mind teachers who

were known as "hard" or "easy" markers. We know full well that an examination paper in geometry, marked 95 by one teacher, might be marked 65 by another. In fact such a paper was, for the sake of the experiment, graded by 116 different teachers. One-third of them marked it at from 27 to 65, one-third between 65 and 75, while the remaining third of the teachers assigned to this paper marks ranging from 75 to 91. The extreme marks given to this paper were 27 and 91.

Again, in the same department of

the same high school, the same pupils have received from one teacher

**Objective  
Measure-  
ment  
Needed**

marks represent a subjective estimate of the pupil's achievement. What is needed is an objective measure of such achievement. In other words, a mark is desired which will reflect the quality of the object, that is, the examination paper or the pupil's performance. The teacher's mark is determined not only by this object, but in large measure by the subject—the personality of the teacher.

There are several reasons why teachers' marks are inaccurate. In the first place, the teacher either makes no attempt,

or fails in the attempt, to estimate the relative value of the questions

**Examination  
Questions  
Not of  
Equal Value**

but merely assigns a value of, say, 10% to each of ten questions, or 4% to each of 25 words in spelling. As a matter of fact, one question or one word may be ten times as difficult as another. When experiments have been conducted in which teachers have attempted to judge

the difficulty of examination questions, their judgment has been found to be very unreliable.

Another objection to the teacher's mark is that the rate at which pupils work, or the time re-

**No "Time"** quired, is not measured.  
**Credit Given** Usually a very long period is given for an examination. The bright pupil

will not be occupied during the entire time. His ability has not been measured. Results are therefore not comparable.

Moreover, the traditional examination and its mark do not afford the teacher any means of interpreting the mark. The teacher has no standard or normal performance with which to compare the achievement of the pupil. No teacher of shorthand is able to state as a fact, "My class aver-

ages so much per cent above (or below) classes in other schools throughout the country, in the

**Few  
Standards of  
Comparison  
Previously  
Available**

ability to read shorthand notes." We have no such standard with which to compare our results. It is now possible for an elementary school teacher to say of a boy of her class, "He is just so much per cent above the average boy of his age in the United States

## NEXT ISSUE

Classroom instruction in the use of modern office appliances will be discussed by Mr. William Bachrach, Supervisor of Commercial Work in the High Schools of Chicago. As is well known, Chicago schools, under the direction of Mr. Bachrach, are giving this subject more than usual study and emphasis. Mr. Bachrach therefore is qualified to speak with authority on this topic of growing interest to our readers.

in his ability in spelling." The same may be done for handwriting, arithmetic, and other school subjects for which standard tests or scales have been constructed.

The advent of these tests and scales has given an impulse to experimentation in education.

**Standard-ized Tests Improve Teaching Methods** This has resulted in better teaching. Whenever an adequate test is developed for any school subject, the teaching of that subject is inevitably improved. The standardized test is therefore an instrument which shorthand education can no longer afford to neglect. Experimentation in methods of teaching must await measures of the results of teaching.

The Gregg Publishing Company has manifested a very wide-awake progressive spirit in welcoming and coöperating with the efforts of the writer to develop a series of standard tests for Gregg Shorthand. Several of these are now available, while others are to follow.

The author, in attacking the problem of measuring achievement in shorthand, has analyzed shorthand ability into several component abilities, as follows: (1) Knowledge of the system; (2) ability to write it; a, rate of writing; b, quality of notes; (3) ability to read shorthand notes. A series of tests is being developed in accordance with this analysis. Tests A-1, Reading Ability, and B-1, B-2, Speed of Writing, are now available.

In order to introduce these tests quickly and to arrive at standard

scores, the publishers will, for a limited time, furnish free of charge

#### **How to Obtain the Tests**

all materials needed in giving the tests, to high school teachers of Gregg Shorthand who will agree to mail a duplicate copy of the Class Record Sheet to the office of the publishers.

In writing for these tests state the number of pupils in each class, the number of classes, and how long each has studied shorthand. There will be provided one test folder for each pupil, a teacher's key with directions, and two Class Record Sheets for each class, one to be retained by the teacher and the other to be sent to the Gregg Publishing Company Office at 285 Fifth Avenue, New York City. It is of the utmost importance that all teachers who use the tests follow the directions to the letter.

It is hoped that high school teachers of shorthand all over the United States will

#### **Widespread Use of These Tests Urged**

avail themselves of the opportunity to participate in a movement that will be of genuine value to all teachers of the subject. It will thus be possible to compute standard scores, which will then be published, and which will greatly increase the value of the tests.

In the meantime the teacher will find these tests a very convenient and useful form of examination. As the series is completed they will come to have diagnostic value, by enabling the teacher to learn just wherein lies the weakness of a backward pupil or class.

The writer will be glad to answer any questions with regard to the tests.

# TEACHERS' CERTIFICATES

For Proficiency in Gregg Shorthand



SINCE the last announcement certificates have been issued to the following applicants:

- Marian Bachus, Beaver Dam, Wis.  
 Mary E. Balderson, Columbus, Ohio  
 Ella M. Barker, Fort Madison, Iowa  
 Alice M. Barry, Columbus, Ohio  
 Mrs. Mary Bateman, Columbus, Ohio  
 Lena S. Beland, Reeds Ferry, N. H.  
 Etta Berman, Portland, Maine  
 Phyllis Marie Beyer, South Bend, Ind.  
 Huester Bond, Denver, Colo.  
 Mrs. Bessie B. Bradbury, Los Angeles, Calif.  
 Maud Bradfield, Dallas, Texas  
 Hattie M. Bridges, Indianapolis, Ind.  
 Elsie G. Brown, Savannah, Mo.  
 Ethel Byers, Fort Madison, Iowa  
 H. O. Camp, Denver, Colo.  
 Alice C. Canton, Bellows Falls, Vt.  
 Amy Chaplin, Albuquerque, New Mexico  
 Inez Chestnut, Council Bluffs, Iowa  
 Blythe Cleave, Fort Madison, Iowa  
 Norma Priscilla Clifford, Belchertown, Mass.  
 Flossie E. Cockrell, Covington, Tenn.  
 Mary E. Cole, Columbus, Ohio  
 Mary C. Comerford, Jersey City, N. J.  
 F. B. Cornwall, Dallas, Texas  
 Mary E. Costello, Fond du Lac, Wis.  
 Corinne Cotten, Abilene, Texas  
 Glenna Anna Davis, Hemlock, Ohio  
 Dorothy Rose Davison, Springfield, Mass.  
 Manual M. de Castro, Havana, Cuba  
 Octavia Beth Diller, Chico, Calif.  
 Mary Margaret Dillon, Holyoke, Mass.  
 Marcella Donaldson, Columbus, Ohio  
 Maurice H. Eager, Springfield, Mass.  
 Martha A. Eddy, Randolph Center, Vt.  
 Naomi Emery, Pasadena, Calif.  
 Ernest William Evenson, Hartford, Conn.  
 Sister Mary Ann Eva, Marlboro, Mass.  
 Helen E. Fernengel, Salem, Ohio  
 M. Mae Fishburn, Columbus, Ohio  
 Eva L. Fisher, Denver, Colo.  
 Maud Fleming, San Francisco, Calif.  
 Charles Philip Foley, Springfield, Mass.  
 Mabel H. Frauenholz, Fort Wayne, Ind.  
 Barbara Greene Gamwell, Seattle, Wash.  
 Dominic Gaviglio, Negaunee, Mich.  
 Leatha Mary Gibson, Denver, Colo.  
 Ida C. Goetz, Pensacola, Florida  
 Lois H. Gould, Montevideo, Minn.  
 Estella Mae Graffis, Columbus, Ohio  
 Merle Celeste Gray, Springfield, Mass.  
 Mary T. Haas, Fort Madison, Iowa  
 H. L. Haden, Denver, Colo.  
 Margaret C. Hagan, Indianapolis, Ind.  
 Mrs. Edward J. Hajek, Richmond, Va.  
 Theresa C. Haley, Springfield, Mass.  
 Vela Walker Holloway, Richmond, Va.  
 Harriet Harlow, Shrewsbury, Mass.  
 Myrtle M. Hawke, Negaunee, Mich.  
 Irene Hare, Seattle, Wash.  
 Alice Heiser, Columbus, Ohio  
 Kathleen E. Hendry, Groton, Vt.  
 Margaret A. Hickey, Rosedale, Kansas  
 Wilma Hunt, Savannah, Mo.  
 Minnie Dari Hutchins, Columbus, Ohio  
 Catherine Mary Hynes, Springfield, Mass.  
 Inez M. Kagay, Bremen, Ohio  
 Mrs. Edna P. Kent, Spokane, Wash.  
 Anna M. King, Fort Madison, Iowa  
 Tobethia R. Klingler, Fort Madison, Iowa  
 Myrtle L. Knoll, Ortonville, Minn.  
 Blanche Alice LaJoie, Ishpeming, Mich.  
 Minnie M. Lange, Fort Madison, Iowa  
 Florence Langlois, Negaunee, Mich.  
 Elsie E. Largent, Ulm, Mont.  
 Lavina E. Lille, Mapleton, Iowa  
 Belle Long, Portland, Oregon  
 Irene Marburger, Columbus, Ohio  
 Helen K. Mason, Columbus, Ohio  
 Esther A. Maxson, Sacramento, Calif.  
 A. Laura McDowell, Council Bluffs, Iowa  
 Margaret Madison, Lincoln, Nebr.  
 Sister Marcelle, Ponteix, Sask., Canada  
 Sister Mary Martina, Marlboro, Mass.  
 Mary E. Mason, Tacoma, Wash.  
 Mrs. Alice McKinnon, Long Beach, Calif.  
 Glennie E. Morrow, LaCrosse, Wis.  
 Helen E. Nash, Springfield, Mass.  
 Harry N. Nelms, Denver, Colo.  
 Catherine Nicholas, Chicago, Ill.  
 Mary Alice Nunley, Akron, Ohio  
 Sister M. Odilo, Lemont, Ill.  
 Agnes E. Olson, Albert Lea, Minn.  
 Ray Palmer, Springfield, Mass.  
 Frances M. Patten, Columbus, Ohio  
 Louise Pendergast, Monson, Mass.  
 Annie Peppard, Seattle, Wash.  
 M. Esther Pitts, Denver, Colo.  
 Helen E. Randol, Lincoln, Nebr.  
 Oscar George Ranke, Grove City, Ohio  
 Mrs. W. M. Rhodes, Washington, D. C.  
 Clarissa Richardson, Grand Rapids, Mich.  
 Pearl F. Riegel, Oskaloosa, Iowa  
 Margaret K. Riley, Warren, Mass.  
 John Rockwell, Jr., Ketchikan, Alaska  
 E. Maude Rowden, Billings, Mont.

(Continued on page 294.)

Twenty-Third Annual Convention  
of the  
Eastern Commercial Teachers' Association

New York City, March 24-26

NEW OFFICERS

*President:* D. A. McMILLIN, Central High School, Newark, New Jersey  
*Vice-President:* MRS. WINTER DREW, Washington Irving High School, New York City  
*Secretary:* F. A. TIBBETTS, Dickinson High School, Jersey City, New Jersey  
*Treasurer:* L. B. MATHIAS, High School, Bridgeport, Connecticut

EXECUTIVE BOARD

E. M. HULL, Banks Business College, Philadelphia, Pennsylvania  
R. G. LAIRD, Clerical School, Boston, Massachusetts  
WILLIAM A. BARBER, Lee Higgins & Company, Boston, Massachusetts  
FRANK P. MOORE, Rider College, Trenton, New Jersey  
HAROLD D. WARNER, Eastern High School, Washington, D. C.  
J. H. SEFLEY, Scranton-Lackawanna Business College, Scranton, Pennsylvania

Next Meeting, Trenton, New Jersey

Report by Rupert P. SoRelle

NEW YORK proved its drawing power as a meeting place by bringing out the largest attendance in the history of the association, for probably 1,000 teachers were present during the week. President F. G. Nichols and the Executive Committee made some forward-looking changes in the organization of the program, and the plan worked out well.

One of the principal changes was the assembling of all the various activities interested in a particular problem or phase of commercial education into groups where they would have full and free opportunity for discussion. No regard was had for system, schism, or social leanings—it was a business-education proposition throughout.

As an example, all the shorthand and typewriting interests were grouped into one big round table where they could thrash out the progress, problems, and achievements of the year—or even fight if they wanted to. That was the theory. But with the theory to start on, the psychology of diplomacy came into play and a program

was adroitly provided with a sufficient number of speakers to keep everybody happy, contented, and satisfied—and they lived happy ever after.

It was a brilliant thought. It was interesting to observe the common ground established among the various factions, in the shorthand division especially, and how everybody jumped in to make the work of the convention really effective.

Altogether it was a most successful meeting, as will be seen by the reports of the various sections to follow, and Mr. Nichols and the Executive Committee, as well as all those who participated in the reading of papers and the discussions, are to be congratulated on a good piece of work.

At the business meeting Saturday the officers whose names appear above were elected. Mr. J. H. Seeley, president of the Scranton-Lackawanna Business College, was elected to a place on the Executive Committee made vacant by the election of Mr. McMillin to the presidency. Mr. Seeley is one of the big schoolmen of



the East and he will prove a valuable member of the committee.

At this meeting also Mr. D. A. McMillin, who has served for many years as the secretary of the association, was presented with a handsome stick-pin in recognition of his unselfish and faithful work in his office. In making the presentation on behalf of the association, Mr. John E. Gill, in a splendid speech, called attention to the recognition given Mr. McMillin as a man and as a citizen by his election to the New Jersey Legislature and membership on the school board of East Orange, New Jersey, in which city he lives.

△ △ △  
Private Business School Owners

Thursday Morning,  
March 24

E. H. Norman,  
Chairman

THE meeting of the Private Business School Owners' Association on Thursday morning was described by Mr. Spangler, the secretary, as the largest gathering of private business school managers ever held. Nearly every section of the country was represented by well-known school managers and owners.

The first topic was: "In view of the rapid progress being made by universities and high schools in teaching commercial education, how much longer can the business schools reason-

ably expect to continue on a profitable basis? How should this competition be met?" Discussion was opened by Dr. John F. Forbes, vice-president of the Rochester Business Institute. Mr. Ramsdell of Middletown, New York, and others, continued the discussion.

President Norman then called on

Mr. I. L. Lindabury, Burdett Business College, Boston, Mass., to speak on, "Should business schools who raised their tuition during the war period make a reduction in proportion to the decrease in the cost of living?"

He was followed by Mr. J. R. Gregg, Mr. S. C. Williams, Mr. Spangler, and others. The consensus of opinion was that there was no possibility of reducing tuition rates.

Mr. S. C. Williams, president of the Rochester Business Institute, opened the discussion of, "What will state industrial training mean to the private business school?" which he said was closely related to the subject of tuition rates previously discussed.

The question: "What percentage of school receipts should be used for advertising? For rent? For salaries?" led to a rapid-fire of answers. There was admirable frankness in stating the facts, although some of those in attendance admitted that they had



D. A. McMILLIN

President, E. C. T. A.

no fixed percentage basis. The manager of one of the most successful schools in the country said that their percentage was 10% but this did not include salaries of outside men, which would bring the percentage to about 15%. Local conditions and methods used governed the appropriation in many cases. One well-known school owner declared that for a period of fifteen years he spent 40% of his gross receipts in advertising. Another declared that his advertising appropriation had never reached 10%.

The chairman then called on Mr. Charles M. Miller, of the Miller School, New York, to discuss, "In what way can the Private Business School Owners' Association best serve the interests of private business schools? What specific things should it attempt to do?"

Mr. Miller reviewed the history of business schools in recent years, particularly the problems with which they were confronted through prejudicial legislation. He then pointed out the need of a broad, representative organization which by mere force of numbers and national character would secure consideration for its representatives when they appeared before legislative and other bodies. He narrated what had already been done by the organization, or rather by its officers, and quoted many laws under consideration in various states which showed the need of prompt and effective action.

Mr. Miller was followed by Mr. J. E. Gill, vice-president of the Rider College, Trenton, who made an eloquent plea for organization. Mr. Spangler, Mr. Freeman P. Taylor, and others, indorsed the work of the association and the need of a continuance of its activities. An en-

thusiastic motion of indorsement of the association was then passed.

Part of the proceedings were held in executive session, and a nominating committee was appointed to report at another executive session, which was held immediately after the Round Table of the School Managers in the evening. At that session the committee submitted the following nominations, which were approved by unanimous vote:

*President:* Dr. John F. Forbes, Rochester Business Institute, Rochester, New York

*First Vice-President:* John E. Gill, Rider College, Trenton, New Jersey

*Second Vice-President:* Lucile Smith, Munson School for Private Secretaries, San Francisco, California

*Third Vice-President:* H. M. Owen, Brown's Business College, Decatur, Illinois

*Fourth Vice-President:* I. L. Lindabury, Burdett College, Boston, Massachusetts

*Treasurer:* Dr. E. M. Hull, Bank's Business College, Philadelphia, Pennsylvania

*Secretary:* P. S. Spangler, Duff's College, Pittsburgh, Pennsylvania

#### EXECUTIVE BOARD

Freeman P. Taylor, Taylor School, Philadelphia, Pennsylvania

Norman P. Heffley, Heffley School, Brooklyn, New York

Walter Rasmussen, Rasmussen Practical Business School, St. Paul, Minnesota

C. C. Gaines, Eastman College, Poughkeepsie, New York

P. J. Harman, Strayer's Business College, Washington, D. C.

D. L. Musselman, Gem City Business College, Quincy, Illinois

E. E. Vantine, The Business Institute, Detroit, Michigan

Stephen T. Willis, Willis-Woodbury Business College, Los Angeles, California

H. W. Fall, Fall's Business College, Nashville, Tennessee

Among those who took part in the various discussions were: C. C. Gaines, Eastman Business College, Poughkeepsie, New York; Mr. I. L. Lindabury, Burdett Business College, Boston, Massachusetts; Mr. E. J.

Gleason, Drake's College, New York and New Jersey; Mr. E. L. Layfield, King's Business College, Charlotte, North Carolina; Mr. E. E. Vantine, The Business Institute, Detroit, Michigan; Mr. L. B. Moffett, Peirce School, Philadelphia, Pennsylvania.

\*\*\*

## Obituary

*A. C. Van Sant*

ANOTHER pioneer in the business training field passed away March 30—first dentist, then reporter for the Illinois Legislature during the Civil War, then founder of the business school that bears his name, which he established at Omaha in 1891. Mr. Van Sant's special interest was in typewriting methods, and modern business is indebted to him for the improvements he devised and the impetus his work gave to touch operation. On retiring, he sold his school to Miss Ione C. Duffy, and she is keeping up his effective training of the young people of Omaha.

*E. C. Barnes*

NEWS reaches us at the same time of the death of E. C. Barnes, of the Barnes Commercial School, Denver, on March 29. For many years Mr. Barnes has been doing a positive work in commercial education. His delight was in his school, counseling with young people about the great qualities which make for success. Among the students rising to prominence under his direction is Mr. Roscoe Kincaid, who served as General Pershing's stenographer during the war.

We extend sincere sympathy to the families of both educators, and to their associates.

## More Summer Courses

IN ADDITION to the information given in the list published in the April number, we have received further details from a number of schools about their summer normal courses.

ARMSTRONG SCHOOL FOR PRIVATE SECRETARIES, Berkeley, California, is to open its summer session June 20, offering classes in elementary, advanced, and methods of teaching shorthand under J. Evan Armstrong, director, and Lydia Nace, Louise Hurley, Helen Kielsen, and Anna Sylvester, instructors.

The ten weeks' summer term at SOUTHWEST MISSOURI STATE TEACHERS' COLLEGE, Springfield, starts May 31. Beginning, intermediate, advanced (dictation), and methods classes in shorthand will be in charge of Miss Ella Grubaugh.

INDIANA STATE NORMAL SCHOOL, at Muncie, will conduct beginning, advanced, and methods classes in shorthand and typewriting under Mr. M. E. Studebaker, assisted by L. A. Johnson, of Marion High School. The quarter begins June 20.

UNIVERSITY OF COLORADO will also give summer work for teachers, and Miss Allie G. Harvey, of the Department of Commerce of Yankton College (South Dakota), writes that they are planning classes in beginning shorthand and methods, and also in typewriting and book-keeping.

In addition to their regular teacher-training course, the COLLEGIATE BUSINESS INSTITUTE, of Minneapolis, will conduct a special three-month course, beginning June 7. A class in special methods in the teaching of shorthand and typewriting will be given by Superintendent J. S. Sniesrud, of Ortonville, and the other classes will be taught by specialists in the subjects.

\*\*\*

## Teachers' Certificates

(Continued from page 290.)

Sister Mary Cleopha Roden, Chatawa, Miss.  
William R. Rodgers, Springfield, Mass.  
Verna Turner Rose, Buchtel, Ohio  
Lillian A. Rosenfield, Berlin, N. H.  
Helen F. Ross, Denver, Colo.  
Minnie Schlichting, Cedar Bluffs, Nebr.  
Grace Shepard, Hazleton, Pa.  
Gladys Sparling, Tiskilwa, Ill.  
A. G. Spence, Cristobal, Canal Zone  
Mrs. Blanche G. Stickney, Somerville, Mass.  
A. B. Stillman, Salem, Oregon  
Emma Taylor, Riverdale, Calif.



## Barnhart Goes to Federal Board

MR. E. W. BARNHART of the University of California was recently appointed chief of Commercial Education Service for the Federal Board for Vocational Education, Washington, D. C., succeeding Mr. F. G. Nichols, who has resigned to become Commercial Education specialist for the State of Pennsylvania.

Mr. Barnhart, although a native of Pennsylvania, is best known for his activities in the interest of commercial education in the West, and particularly in the State of California.

For some years he had charge of all commercial courses offered in the elementary, junior, and senior high schools of Berkeley. The University of California was fortunate enough to secure him to head its commercial department during recent summer sessions, and here he developed the teacher-demonstration class idea in connection with methods

of teaching commercial subjects, which has meant so much in the way of prestige for this institution.

This led to the establishment of special

courses in commercial education in the Department of Education of the regular sessions of the University, and Mr. Barnhart was chosen to handle that work. His experiments in commercial teaching methods in the psychological laboratory have been of great interest to those who have come in contact with them.

During the war Mr. Barnhart was engaged in rehabilitation



EARL W. BARNHART

work for the Government.

His teaching of commercial subjects has been supplemented by actual experience in the retail selling field for typewriter and machine accounting concerns.

The appointment of Mr. Barnhart to a field of big opportunities is a fitting recognition of his valuable

service in the commercial education field. He will receive a hearty welcome in his field of research and service for the Federal Board, and we are confident that teachers will find his enthusiastic coöperation of great inspiration and assistance. We offer him our sincere congratulations.



### Metropolitan Gregg Shorthand Association

THE *Gregg Shorthand Magazine*, published in London, contains an interesting account of the inaugural meeting of the Metropolitan Gregg Shorthand Association. The meeting was in response to an invitation sent out by a number of enthusiastic writers of the system. It was held at Anderton's Hotel, Fleet Street, on the afternoon of January 15. The *Gregg Shorthand Magazine* says:

"Dr. E. W. Farmer was voted to the chair and the whole proceedings were of a businesslike but keenly enthusiastic character.

"The officers of the association—elected by unanimous vote—are as follows: *President*, Mr. Ernest W. Crockett; *Vice-President*, Miss Eleanor A. C. Elwell; *Secretary-Treasurer*, Mr. A. D. Church; *Executive Committee*, Dr. E. W. Farmer, Miss E. M. Charlton, Mr. J. E. Pillett, and Miss M. May Harris.

"In a happy little speech from the chair, Dr. Farmer outlined some of the benefits to be derived from membership in this new organization. He classified these under five general headings:

"1. Professional—affording endless opportunities for improving their efficiency and giving them a standing in the stenographic profession.

"2. Educational—offering opportunities for

acquiring valuable knowledge of business methods, appliances, and products.

"3. Recreational—the Association's activities bring into play latent talents and energies which perhaps lie dormant in the performance of our regular work, and give rest to the faculties which are in use throughout the day.

"4. Inspirational—the Association furnishes us with new ideals of service, and stimulates and encourages us to work for their realization.

"5. Social—it enables us to mingle freely with those engaged in like pursuits and of like aspirations, and to make new friends and cultivate old ones.

"The spontaneous enthusiasm of everyone present augurs well for the future of this association, and we look forward with confidence to many interesting developments, the more important of which will, of course, be chronicled in the pages of the *G. S. M.* from time to time."

It will be seen that the Metropolitan Association is formed along a little more comprehensive line than that followed by some of the American associations. In enthusiasm, however, it is much like the New York Gregg Shorthand Teachers' Association, which meets monthly at the McAlpin Hotel. While this association is composed of teachers and its program is confined to teachers' problems almost entirely, it is one of the most active in the country. From 125 to 175 teachers are present at every meeting.



### Julius Caesar's Stenographer

IF YOU are not a subscriber to *Century Magazine*, you will want to order a copy of May for the interesting article under the above title contributed by Mr. Gregg at the special request of the editor-in-chief of *Century*. It will prove a revelation on the history of shorthand. Be sure to read it!

# REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

## Indiana Teachers' Conference

Report by  
Bert Tharp

THE conference of Indiana teachers called by Prof. M. E. Studebaker to meet at Muncie Normal, March 12, was a very successful meeting. Fifty or sixty took advantage of the opportunity to get together to discuss their problems and to try to unify the commercial work offered in the state.

The program consisted of round table discussions of Advanced Book-keeping and Business Practice, led by G. H. Clevenger, Richmond High School; the Teaching of Typewriting, Lucille Clevenger, Anderson High School; the Objective of the Schools and their Courses, by J. J. Hornback, Huntington High School; the Teaching of Shorthand, by M. H. Northrop, Fort Wayne; and Standard Equipment for Commercial Departments, by T. B. Krouskup, Fairmount.

Mr. Oscar H. Williams, State Superintendent of Teacher Training, reviewed, in his address, the rapid development of commercial education in the country during the last few years and told of the problems of the state board in meeting the demand for commercial teachers, complimenting the State Normal on the efficient and extensive training they are doing in this new line. He particularly emphasized the fact that graduates of commercial courses should be useful men and women of their communities, and urged the teachers not to neglect suitable background studies in making out courses.

J. O. Winger, of Muncie High School, acted as chairman of this first

meeting and was elected to serve in the same capacity at the meeting to be held next year at the Normal, for the teachers voted to make the conference an annual affair.

That decision speaks for itself! Mr. Studebaker's work in preparing for the conference was well rewarded by the success of the meeting.

• • •

## Inland Empire Meeting

Report by

Mrs. Frances Effinger-Raymond

THE Inland Empire Teachers' Association met at Spokane March 30 to April 1. Nearly three thousand teachers from Oregon, Washington, Idaho, and Montana attended the meetings.

The Commercial Section had the largest attendance in the history of the association; the room was crowded and the program so excellent that loud regret was expressed when five o'clock demanded a dismissal.

■ The Inland Empire Vocational Association was reorganized and commercial education is to be included as a vital part of future programs. C. W. Middleton, of the commercial department of Lewis and Clark High, Spokane, was made Secretary of the Vocational Association.

■ The Inland Empire Teachers' Association officers elected for 1921 are:

*President*, B. A. Grout, Superintendent of Schools, Portland, Oregon

*Vice-President*, Miss Lena F. Butts, Superintendent of Schools, Kellogg, Idaho

*Secretary*, James A. Burke, Principal Garfield School, Spokane, Washington

*Treasurer*, R. L. Kirk, Superintendent of Schools The Dalles, Oregon

## PERSONAL NOTES

### About Our Fellow-Teachers

**M**R. Irving V. Cobleigh has recently been chosen head of the commercial department of Danbury, Connecticut, High School. Mr. Cobleigh had a business college in Burlington, Vermont, many years ago, and was selected to organize and conduct the commercial course when it was introduced into the high school there. He was then head for many years of the commercial department of Marquand School (Y. M. C. A.) at Brooklyn, New York; now high school work is claiming him again.

California University has secured Miss Marie M. Duggan, of the College of Secretarial Science of Boston University, to handle the theory classes in Gregg Shorthand during the summer session at Berkeley; Mr. W. C. Hyatt, the intermediate shorthand; Laurance Pease, of Stockton High School, typewriting practice; and Miss Emma Johnson, of the same school, the class in methods of teaching typewriting. In the Southern branch at Los Angeles Mrs. Eva M. Allen will instruct in shorthand and Mrs. Thomsen in typewriting.

Vierling Kersey will handle Problems of Commercial Education and F. C. Weber, Business Organization and Administration at the University of Southern California, Los Angeles.

Some changes in names have appeared in our correspondence lately—Mrs. V. M. Pilgrim, Detroit, whom we have known as Miss Lucille Corliss, of Brown's Business College, Springfield, Illinois, and Mrs. Mabelle Houpp Ervin. Miss Corliss has evidently given up teaching, but Mrs.

Ervin remains at Ypsilanti High School. Rather late for congratulations, perhaps, but they're hearty, just the same!

Miss D. L. Prioleau, last year at San Luis Obispo, is in charge of the commercial department of the high school at Crockett.

A number of changes are being made in the high school at Trenton. Miss Florence Norton, of the Red Bank, New Jersey, High School, and Mr. S. C. Green, from Boys' High School, Reading, Pennsylvania, have joined the commercial faculty, and there is a new acting head of the department, Mr. Robert Graham. Mr. Graham was with Peddie Institute last year.

Miss Helen Reddy has long been known as the representative of the A. N. Palmer Company on the Pacific Coast. She has recently been appointed as teacher of penmanship in the Broadway High School, Seattle, and Miss Hazel Williams is now representing Mr. Palmer. Her headquarters are at Portland.

Santa Rosa High School has secured Mr. William F. Bennyhoff, from Heald's Business College, San Francisco, as head of its commercial department.

Another letter from California tells us that Mr. A. R. Reelhorn is now with Stockton High School. During the past two years he has been on the Sioux City High School faculty.

## EDITORIAL COMMENT

### On Sundry Topics

#### Secretarial Courses

WITH the almost universal acceptance of the term "secretary" as a substitute for "stenographer," there has come a gradual awakening of schools to the fact that the content of the shorthand course should measure up to the new term, and that the course really should be one that trains the students to perform efficiently the duties of a secretary. The customary course with shorthand and typewriting as the two essentials—and, with a majority of the schools, the beginning and end of the course—is now no longer considered adequate by the schools that aim to keep their courses in the vanguard or a little ahead of it. This tendency is reflected in the number of schools, both private schools and universities and colleges, that are offering well-organized courses designed to equip students for secretarial work.

The Boston University has a course in Secretarial Science covering four years' study, with certain modifications of it providing shorter courses for those equipped to pursue them. Chicago University has just instituted such a course. A number of other universities and colleges have definite, high-grade courses in secretarial subjects. These schools are doing a much needed work and are doing it effectively.

But it seems to us that the great opportunity of the private school in this direction is not being fully appreciated or seized. The students who enter such a course in a university are those who need the general

subjects of the course, as well as the technical. Many of them have had some college work, like the environment and the prestige of the university or college, and have the time at their disposal to carry out any course they may elect. The college is unquestionably the place for them, and the number of students so situated is constantly on the increase. The college thus meets a very definite need.

There is, on the other hand, a large class of students who want the training, but are pressed for time. They want adequate training, but a training that takes into account their present equipment. They are not particularly interested in degrees, or the prestige of the college. They are interested in acquiring the ability to do a work for which there is a demand and which offers promotional opportunities. The private commercial school is prepared to give this kind of training because of the flexibility of its course and program and its ability to intensify the work.

The subjects of the secretarial course—when these are determined—could be treated as units. This would give the course an adaptability that would make it possible for the student to take merely the units needed.

For the private school there are three problems to be solved. First, breaking away from the traditional and now out-of-date ideas concerning the shorthand course; second, determining what the secretarial course should embrace; third, securing teachers with the experience and the ability to handle such a course effectively. These are not insuperable



difficulties. The first is a matter of a readjustment of ideas. The second we shall treat in an editorial in the next number of the *American Shorthand Teacher*. The third is one for teachers to think about now.

There are three methods by which the teacher of shorthand and type-writing can go far toward equipping himself to teach secretarial subjects successfully, and these are in a certain sense interlocking. It would be better to combine the three. All three are based on the assumption that the teacher is equipped to teach the traditional shorthand course. The first is to enter one of the schools offering a summer course in secretarial subjects and supplement this course by visits to business houses. The second is to read what has been written on secretarial work and to expand this reading widely to include all collateral subjects. The third is to get practical experience in business offices during the summer by substituting as a stenographer, and while in the office make a complete survey of the work a stenographer can do to increase his activities to justly entitle him to be called "secretary."

There is one feature that distinguishes commercial education from all other types. It is very quickly put to the test in the great laboratory of business. The shorthand and type-writing teacher oftentimes is too prone to think of his work as purely technical. He does not realize the urgent need of contact with actual business working conditions. Many such teachers keep themselves detached from the business atmosphere. There is too much professional isolation. A few months' actual work in a variety of business offices, with eyes open and minds alert, will add

more to a shorthand teacher's ability to make the secretarial work function properly than anything we can think of. Moreover, the revitalizing of one's work which such an experience effects, and the confidence and power it gives, are factors of importance.



### Speed Contest of National Shorthand Reporters' Association

TEACHERS will be interested in learning that the Speed Contest Committee of the National Shorthand Reporters' Association has announced that students or amateur writers—not professional shorthand reporters—will have an opportunity to compete for prizes and speed certificates in the forthcoming contest of the National Shorthand Reporters' Association at Niagara Falls the week of August 22. Prizes will be offered in both the 150 and 175 words-a-minute classes and the contest will be arranged so that amateurs and students will be in competition so far as prizes are concerned with contestants in their own class only and not with the professional writers.

Full particulars will be given in the next number of the *American Shorthand Teacher*, but in the meantime those whose speed approximates the 150 mark should begin to get in training. A speed certificate or prize from this association has a very definite and real meaning and adds tremendously to the prestige of the writer holding it.

Application blanks and information may be obtained from Mr. J. E. Fuller, Goldey College, Wilmington, Delaware.

## Notes on Lessons in Gregg Shorthand—No. IX

BY WILLIAM WHEATCROFT

## Wordsigns

## THEORY

## I.—DEFINITION

A wordsign is a brief form representing a common word.

## II.—CLASSIFICATION

Wordsigns consist of:

- (a) Vowels and Diphthongs
- (b) Consonantal outlines
- (c) Abbreviated outlines
  - 1. Omission of Initial Consonant
  - 2. Omission of Medial Consonant
  - 3. Omission of Final Consonants

## III.—DERIVATIVES OF WORDSIGNS

- (a) *S* is added for the plural, the possessive, and the third person singular verb.
- (b) *Ly* is added by a small circle
  - 1. Outside the preceding consonant after a circle vowel
  - 2. Inside the large circle representing *i*
- (c) *Er, or* is represented
  - 1. By a disjoined *r*
  - 2. By a joined *r*
  - 3. By the reversing principle when the wordsign ends with the last consonant of the word
- (d) *Ary, ory* is expressed by a joined or disjoined *ri*.
- (e) The past tense is represented by a short dash struck upwards.

## IV.—COMPOUNDS OF WORDSIGNS

Compounds are obtained by joining the outlines of two or more simple wordsigns.

## Notes on Lessons in G

By WILLIAM WH

W. sig


## BLACKBOARD SKETCH

I.


(a)

 the(o)ry ru(i)n flu(i)d the(a)tre axi(o)m calci(u)m

(b)

 new reduce tunic revenue annuity


(c)

 p(u)nch sk(u)nk none b(u)nch exp(ou)nd pron(ou)nce d(u)mp s(ou)nd den(ou)nce t(o)ngue mummy

(d)

 b(e)long r(e)bate m(i)sfit b(e)moan d(e)press d(i)sguise

(e)

 p(e)rhaps p(e)rchance prim(a)ge p(u)rple p(e)rplex mile(a)ge pr(o)fit peer(a)ge client(a)ge produce cartil(a)ge

(f)

 bl(u)sh cr(ut)ch del(u)sion br(u)sh del(u)ge

## Pegg Shorthand—No. IX

WHEATCROFT

signs

## BLACKBOARD SKETCH

(g)

dent(i)tion

found(a)tion

perm(i)ssion

affect(a)tion

ammun(i)tion

acclam(a)tion

exped(i)tion

indign(a)tion

II.

(a)

bak(e)r

occ(u)r

stag(g)e(r)

sch(oo)l

c(a)rve

g(u)lf

(b)

dr(o)p

t(o)pic

tr(ou)badour

(c)

p(e)ncil

b(a)ttle

ribb(o)n

p(e)dal

III

(a)

a(d)mittance

a(d)venture

(b)

injec(t)

infes(t)

infec(t)

evic(t)

(c)

foal

fail

cool

fold

failed

cooled

## Notes on Lessons in Gregg Shorthand—No. IX

BY WILLIAM WHEATCROFT

## OBSERVATIONS

I. In the preceding lessons a large number of wordsigns have been taken, and at this point it is considered wise to complete the list. The importance of a ready acquaintance with the whole of the wordsigns cannot be over-estimated. They represent more than one-half of all the forms found in ordinary stenographic work. To the average writer the important matter is the acquirement of the ability to read at sight, and to write with facility, all of the wordsigns. The teacher, however, should, in addition, be able to give an analysis of the wordsigns and to follow the best means for getting shorthand students to memorize the outlines.

All the following methods should be used in turn in order to guarantee that students will memorize the wordsigns:

(a) By writing in groups. (b) By frequent reading and writing of exercises containing the wordsigns. (c) By dictating exercises specially compiled. (d) By analyzing the wordsigns. (e) By using the "Wordsign Chart." (f) By a card game. (g) By allowing students to sit in pairs and to dictate to each other.

Little reliance can be put on the writing of whole lists of wordsigns. This confuses because it palls the assimilative powers. Reading, both special and general, is the best way to memorize the forms. Frequent use of the "Wordsign Chart" is more effective than a laborious writing of lists. The method given on pp. 54-5 of *Speed Studies* is admirable for periodically checking students' knowledge, but is of doubtful value to the average student in memorizing the wordsigns. The "Sentences on the Wordsigns" in *Supplementary Exercises* should be frequently dictated. Divide the sentences into eight or ten sections, and dictate a section each lesson. Frequently read the exercises in the *Commercial Reader*, and follow by dictation at increasing rates, the students checking their own shorthand, and practicing corrections. Drills 1, 2, p. 56 to be frequently dictated.

II. It is excellent practice for the teacher to ask students to give the wordsigns under each heading, the selection being made from the two lists in the *Manual*. However, this classification must not have first place: it only serves to fix more clearly the various forms by giving them a place in the structure of the system.

III. The derivatives of wordsigns are a "knotty" problem in all systems; consequently these matters should have careful attention. Hesitation is considerably lessened by a working knowledge of derivatives of wordsigns.

(a) Note the special cases: (1) After a circle where the *s* is joined abnormally to provide distinctive forms, as in *cares*, *surnames*, *nicknames*, *carries*, *acquaintances*. (2) After a loop (these are not wordsigns, but fit in here) as in *families*, *homilies*, *anomalies*, *Emily's*.

(b) Pairs of words should be given. If *daily*, *payee*, are compared with *die*, *pie*, rule 1 will be justified. In 2 we simply follow the rule which states that "any vowel following the diphthong *i* is expressed by the small circle within the large circle."

(c) Drill 3, p. 60, provides an excellent practice as the *r* is mostly disjoined. Where the *r* is joined the resulting outline must be easily recognized. In 3 the last stroke is a straight one, as in *charger*, *younger*, *former*.

(d) Here again, the sign may be joined if a distinctive form results.



(e) The normal way of representing the past tense of wordsigns is by a disjoined *t*, but note the joined examples given on page 60, Drill 2. The whole of Drills 1 and 2 should be dictated at frequent intervals: this will serve the double purpose of reviewing the important regular verbs in the list of wordsigns, and of forming their past tenses.

[Teachers should remember that the past tense of words other than wordsigns may be represented in various ways according to the nature of the word concerned: (1) By a joined *t*, as in *flushed*; (2) by a disjoined *t*, as in *granted*; (3) by a joined *d*, as in *edged*; (4) by a blend as in *deemed*, *opened*, *waited*; (5) by raising the end of the *l* as in *sealed*.]

IV. Write on the blackboard the outlines for the following words: *out*, *outset*; *when*, *whenever*; *where*, *wherever*; *what*, *somewhat*; and ascertain from students how we arrive at the given outlines. Thus get the general rule. Then write the outlines for the words: *any*, *anybody*, *anywhere*, and ask how these outlines differ from the component word forms. Therefore we sometimes get slight modifications or omissions in the forms for the compounds of wordsigns. The whole of the compounds given in the *Manual* should be carefully copied and frequently dictated. Also those on pp. 135-9 of *Speed Studies*.



## An Experiment in Testing Stenographers

Third Article in the Series

By Frederick G. Nichols

AS WAS stated in the previous article, the Rochester Standardization Test consisted of two parts—one (Test A) for the Secretarial Certificate, and the other (Test B) for the Stenographic Certificate. The latter has been explained, and the former is described in this article.

It should be stated that this Secretarial test included all of the Stenographic test, plus the additional requirements explained and illustrated herein. Other phases of this more advanced type of work would have been included had time permitted.

While no time limit was set for this advanced test, the time consumed by each entrant was taken into consideration in marking his paper.

"Many high-grade stenographers can take letters, but they can't write

letters themselves and thus relieve their employer while at the same time winning their way into

**Test A—  
for the  
Secretarial  
Certificate.  
Paper M—  
Lot III—  
No. 1**

a secretarial status," was another criticism found on the questionnaire sent to business men. This paper was a test on hearing, remembering, and following oral instructions.

It was also a test of ability to answer a letter from data given briefly.

A letter ordering goods was handed to the entrant and oral instructions for preparing the reply were given.

Many letters were good. Others were weak and beside the point. Still others were the kind that would drive business away.

The secretary must write letters. Correspondence must be featured

with classes that are regarded as "secretarial material." The letter used in this paper follows:

#### INSTRUCTIONS TO STENOGRAPHERS

*Answer this letter according to oral instructions by the Office Manager.*

March 8, 1917

Johnson, Johnson and Co.,  
East Main Street and Clinton Avenue,  
Rochester, N. Y.  
Gentlemen:

Will you kindly send me, immediately, by parcel post, two pair all-wool blankets. One pair white, 72 inches wide and 80 inches long; the other pair, gray, the same size, and oblige  
Yours truly,  
NORMAN SMITH

This paper called for a letter of recommendation. It required ability to follow written instructions, and, incidentally, the ability to use good English, tact, judgment, imagination, etc.

It was fairly well handled, and proved of little value in the test as a whole.

The paper follows:

#### INSTRUCTIONS TO STENOGRAPHERS

The Rochester Real Estate Company desires the services of a competent stenographer. Write a letter recommending a friend for this position, giving details of experience, and the like, drawing on your imagination for material.

"I find it extremely difficult to get stenographers who can take down conversation, or so much of it as may be important, and get it out for future use," said employers on their questionnaires. That's what a secretary may be called upon to do.

"Jones is coming over this afternoon to confer regarding that big contract. I want to get our discussion on paper without his knowing it. Just be around when he comes in and take down what we say." Should such work be a part of secretarial training?

Well, secretaries have to do it, so why pass it over?

This paper required the entrant to take down and transcribe conversation between two business men, distinguishing the speakers in the transcript. The talk was purposely slowed up somewhat, but few got it, however.

A few lines of the discussion will suffice to show the degree of difficulty of the test.

(Q) Mr. ———. Is it your policy to introduce yourself and give your name when you go into a stranger's office? What would be your method of approach?

(A) With a specialty, Mr. ———. In a majority of cases I would.

(Q) Introduce yourself?

(A) Yes, and the house you represent.

(Q) Would you send in your card?

(A) That would wholly depend. In some cases I would use a card.

(Q) If you don't call on them often?

(A) If you are calling only occasionally, yes. But if you call every 30 days or 60 days, forget it. I really feel that the business card with the most of us has outlived its usefulness.

This paper was merely a long letter, including a rather heavy vocabulary.

**Paper P—** It was dictated fairly fast, considering the conditions, and was  
**Dictation 8**  
**—Dictator D.** intended to test speed  
**350 words—** in taking and transcribing dictation.  
**3 min. 30 sec.**

Coming at the end of such a long test, it proved too long and comparatively few finished it. So far as entrants went with it, however, they did well, showing ability to take and get out "straight dictation." It is not necessary to reproduce the letter here.

This ended the A test.

Immediately following the test a meeting of all entrants was called

to give each stenographer an opportunity to criticize any feature of the test and to make suggestions for the improvement of the next test. There was a large attendance and an interesting discussion.

It was apparent that the test was a bit too long; that each applicant should bring his own machine or select one from those furnished in advance of the test to insure satisfaction to all; and that certain details should be improved upon. In the main, all were fairly well satisfied.

It was apparent to the committee that certain papers might have been consolidated with advantage to the test. **Shortening the Test** Paper A, for example,

might have been eliminated and the points emphasized in it worked into other letters that were dictated. The paired words could have been worked into the dictation. Other similar combining of papers might have been accomplished. By doing this, however, the rating of the papers would have been made more difficult, as each paper would have been marked for many different things. In the test used, each paper developed a certain strength or weakness. For the sake of shortening the test, however, the gain from consolidation will outweigh the loss.

It was agreed by the committee that ratings on certain items of importance would be given **Basis of each entrant, in addition Marking to the final rating of the Papers** complete paper. Hence, the entire test was marked on the following points, using the letters indicated:

**Form and Arrangement—F.** Tabu-

lation; centering; length; width; heading; size; not ending a letter at top of second sheet; uniformity; syllabication.

**Alertness—A.** Failing to follow oral instructions; failing to follow written instructions.

**Grammar—G.**—Construction.

**Spelling—S**

**Capitals—C**

**Punctuation—P.** Omitting essential punctuation; inserting, where not permissible.

**Paragraphing—P.** Omitting essential paragraphing; paragraphing, where not permissible.

**General Information—GI.** Geographical; political; address; salutation.

**Transcription—TR.** Transposition; omission; typographical error.

#### TEST B—TEST PAPERS LOT I—A

No. 1—Putting material into letter form and making corrections. If, for any reason, the letter could not be mailed by a

##### Rules for Marking

careful business man, it is to be thrown out. Liberal paragraphing to be allowed.

Deduct not more than 5 credits for poor appearance when not poor enough to throw out.  
Deduct 2 credits for each error not corrected.  
Deduct 2 credits for each wrong correction.

#### TEST B—TEST PAPERS LOT I—B

No. 2—Copying letter, making corrections and giving reasons for corrections.

If, for any reason, a careful business man could not mail this letter, it must be wholly rejected.

Deduct not more than 5 credits for poor general appearance when not poor enough to throw out.

Deduct 5 credits for failure to place each item of the itinerary on a separate line.  
Deduct 1 credit for failure to correct an error.  
Deduct 1 credit for each wrong correction.  
Deduct 1 credit for each incorrect reason.  
Mark the Reasons part liberally.

#### TEST B—TEST PAPERS LOT I—C

No. 3—Use of words.

Deduct not more than 5 credits for poor appearance of the paper.

Deduct 2 credits for each word not used correctly in a sentence that shows an understanding of the word.

**TEST B—DICTATION 1—DICTATOR A**  
**WORDS—150; TIME—1 MIN.**  
**30 SEC.—D**

If the letter could not be sent out by a careful business man, it should be rejected.

Make no deduction for any deviation from copy that does not alter the exact meaning of the dictator.

Make no deductions for the open style of punctuation.

Deduct 2 credits for each of the following errors:

Incorrect spelling, capitalization or syllabication

Incorrect word when meaning is affected

Faulty paragraphing

Incorrect punctuation

Incorrect form of letter

Each omitted word

Incorrect use of singular or plural forms

Incorrect use of apostrophe.

**TEST B—DICTATION 2—DICTATOR B**  
**WORDS—210; TIME—2 MIN.**  
**30 SEC.—E**

Use same marking schedule as for Dictation No. 1.

**TEST B—DICTATION 3—DICTATOR B**  
**WORDS—30; TIME—1 MIN.**  
**30 SEC.—F**

Deduct 3 credits for each error in transcript.

Deduct 1 for each error in spelling.

**TEST B—DICTATION 4—DICTATOR C**  
**WORDS—109; TIME—1 MIN.**  
**10 SEC.—G**

Concentration and correction test.

Use the same schedule as for Dictation 1, except that only 1 credit is to be deducted for the errors enumerated.

**TEST B—DICTATION 5—DICTATOR C**  
**WORDS—144; TIME—1 MIN.**  
**50 SEC.—H**

Paragraphs to be indicated by dictator.

Use schedule for marking Dictation 1, remembering that paragraphs must be exactly the same as in the copy.

**TEST B—DICTATION 6—DICTATOR A**  
**WORDS—430; TIME—4 MIN.**  
**20 SEC.—I**

Use schedule for marking Dictation 1.

**TEST B—TEST PAPERS LOT II—J**

No. 1—Rough draft.

Deduct 5 credits for each failure to correct error indicated.

Deduct 5 credits for each error in correction.

Deduct not more than 5 credits for poor appearance of the paper.

**TEST B—TEST PAPERS LOT II—K**

No. 2—Hollingsworth Test.

Deduct 4 credits for each error in following directions.

Deduct not more than 5 credits for poor appearance of this paper.

**TEST B—TEST PAPERS LOT II—L**

No. 3—Writing a letter.

Deduct 5 credits for failure to follow directions

Deduct not more than 5 for poor appearance of the letter

Deduct for errors in composition as indicated under Dictation 1.

If the letter could not be sent out by a careful business man, reject it.

**TEST A—TEST PAPERS LOT III—M**

No. 1—Answering letter.

Rate this letter according to directions for rating Test B, Lot II, No. 3, and also give credit for the merit of the letter according to the judgment of the reviewer.

**TEST A—TEST PAPERS LOT III—N**

No. 2—Letter of recommendation.

Rate the same as Test A, Lot III, No. 1.

**TEST A—DICTATION 7—DICTATORS D AND E—WORDS—291; TIME—2 MIN.—O**

Conversation.

Rate according to schedule for Dictation 1.

**TEST A—DICTATION 8—DICTATOR D**  
**WORDS—350; TIME—3 MIN.**  
**30 SEC.—P**

Rate according to schedule for rating Dictation 1.

All papers were apportioned to the commercial and English teachers of the High Schools and of the Rochester Business Institute, who were the examiners. After all papers had been marked each entrant's papers were

brought together in a folder. Then the Examining Committee went over each set of papers as marked by the examiners and determined whether or not the entrant had passed either test A or B.

Many entrants failed to follow the printed and oral instructions and thus lost all chance to qualify for a certificate. If students can be taught to do as they are told at all times, one cause of failure will be removed. Some omitted the test numbers and letters, some used wrong ones, and still others wrote them in the wrong place on their papers.

Abnormal office conditions were taken into consideration in marking papers in so far as they were proven. In one "office" certain letterheads were not distributed; in another the temperature was too low for comfort; and in a third the dictators did not come in when they should, thus causing loss of time. No entrant suffered because of these conditions over which he had no control.

Furthermore, the committee took into consideration criticisms and comments of the entrants expressed at the meeting which was called for this purpose. Some did not get the typewriter they asked for; one got a "poor machine"; a few others complained of similar handicaps. Adjustments were made wherever possible.

Every entrant received an individual report. At a conference to which all entrants were invited the basis of the ratings, the criticisms of employers, the suggestions of the stenographers themselves, and many other points brought out by the test were fully discussed.

Later the individual report was mailed. The one reproduced here will show the difference between the

Chamber of Commerce Committee rating and the mark usually given in school tests. Such a report requires work, but the better result justifies it. A "failure" report is purposely presented. There was less need for such a report in the case of those who "passed."

#### REPORT ON STENOGRAPHIC PAPERS OF No. 48-N

*Form and Arrangement.* Fair. Most of your letters are too high on the page. You appear to have a standard margin which you use regardless of the length of the letter.

*Tabulation.* Fair. You saw the need for tabulating the itinerary of Mrs. Black but did not use the best arrangement, which would have been four parallel columns, one for each item: city, state, date, and headquarters.

*Alertness.* Poor. You detected very few of the errors incorporated in the letters to be copied, as a test of mental alertness; among those you missed were some in uniformity, spelling, grammar, and geography.

*Grammar.* Fair. In your effort to be business-like, you frequently omit necessary parts of speech. You have a tendency to exaggerate. You could improve your style by practicing writing the same thing a number of ways, then reading them all aloud and selecting the best.

*Spelling.* You did not turn in the paper which was the special test on spelling. Among the words you misspelled were *sile*, *accretion*, *corps*, *itinerary*.

*Punctuation.* Fair on the whole, although you sometimes omit necessary punctuation.

*Paragraphing.* Fair. In one letter you ran in a single paragraph, four distinct phases of a subject, instead of treating each in a paragraph by itself.

*General Information.* Fair. You apparently do not know that Binghamton, Elmira, and Hornell are in New York State, nor that one addresses a United States Senator as "Honorable."

*Transcription.* Neither good nor decidedly poor in any.

*Speed.* Fair.

*Remarks.* You came very near being awarded a Class B Certificate. In transcription and speed your work might be considered as reaching the passing standard, but in alertness you fell decidedly below. We would urge you to join the Steno Study Club.





Therefore, all the attempts to resurct to life a dead issue by legal enactments, by trying<sup>525</sup> to break up the corporations, forbidding the control of the re-sale price, is contrary to the economic law underlying present industrial production, and is therefore<sup>530</sup> hopeless and a failure. You may destroy the industries, but you can not restore competition. It is dead. Coöperation must take its place.

This, many<sup>575</sup> of our leaders of thought in the theoretical field, in our universities, in our political offices, have not realized, neither do the mass of people<sup>600</sup> realize it yet, and consequently they mistake the effect for the cause. They imagine industrial consolidation is killing competition, and try to stop consolidation to<sup>625</sup> break up the corporation; while in reality the death of competition as a beneficent industrial force is the cause of consolidation, and has led to<sup>650</sup> the corporation as the only economical means of industrial production.

Therefore it is for all of us to go out and explain, to educate the<sup>675</sup> people, to make them understand that with our industrial conditions, with our enormously increased means of production, competition can not exist any more without self<sup>700</sup>-destruction, and coöperation must take its place. And with the arrival of coöperation in industry, with the consolidation into giant corporations, must also arrive some<sup>725</sup> supervision, some control by the political organism, by commission or whatever form it may economically take, but even this may be only an incident, only<sup>750</sup> temporary until the forces have adjusted themselves. The thing that interests big business is an increased consumption, and this can only be brought about by<sup>775</sup> a general increase in prosperity, by bettering the product, and increasing the efficiency of the service. But the effect of all of this is that<sup>800</sup> coöperation to-day is the

driving force of our industry, and competition, which was our industrial starter, is dead—just as dead as the feudalism of<sup>825</sup> the Middle Ages is dead. (830)

### Lesson XIII

#### WORDS

Altar, ultimately, combative, comforter, encountered, concernedly, compound, complexion, comport, councilman, embarrass, imbibe, inattentive, unnerve, inapplicable, unsettled, unsound, forgery, explicit, forswear, foretaste, forewarn, forewoman, furthest, furtherance,<sup>25</sup> subjacent, subjunctive, sublimate, submerge, subsistence. (30)

#### SENTENCES

The candidate confessed his inaptitude for the office and enjoined the committee to appoint Mr. Conroy for foreman. The foresight of the council led to<sup>25</sup> the ultimatum. Students should embrace each opportunity to excel in their lessons by independent thinking on the subjects. At the conclusion of his speech the<sup>50</sup> expert chemist recommended individual inspection of the concoction. It was indeed unfortunate that such discord should prevail among the men in the mines. (73)

### Lesson XIV

#### WORDS

Contralto, contrariwise, concentric, constrictive (constructive), extradite, interdiction (introduction), interject, interlace, interpolation, intercollegiate, retriever, retrocede, retrench, ultraist, centrod, lettered, materialist, matrimonial, matronlike, patrimonial, nitrogenize, paternalism, ostracize, abstractedly, obstreperously. (25)

#### SENTENCES

The learned patriarch will talk upon the materialization of thought. The Australian contrived to counteract the neutral attitude of his people

by means of<sup>25</sup> unrestrained expression in poetry. The intelligent man suggested an interview with the international committee on commercial instruction. The extraordinary comments of the eccentric patriot led<sup>50</sup> to a general discussion of the intrinsic value of such an unusual scheme. (63)

### Lesson XV

#### WORDS

Aggrandizing, aggregating, agri-mony, aggravating, shippers, antiquarian, antecessor, antechamber, anticipatory, inclining, declivitous, hydrochloric, hydrangea, multitudinous, McRae, multiplicand, overcast, overrule, undersigned, underbrush, circuitous, self-sealing, circumstantial, postmarked, transmission, superstructure. (26)

#### SENTENCES

The inexperienced postman misunderstood the rules governing postal service. The superintendent said that a knowledge of shorthand would be of supreme value to the college<sup>25</sup> students in their work. The suspense that is attendant upon such an undertaking was paramount at the time the transfer was made. Mr. McPherson was<sup>50</sup> one of his shipmates on the transatlantic steamer, according to the postscript on one of the letters received from Mr. MacDougall. (71)

### Lesson XVI

#### WORDS

Bauble, rumple, treble, inestimable, breakable, couples, descriptive, superscribe, circumscription, distrustful, cheerless, colorless, aggressiveness, agreeableness, brightness, ceaselessly, comfortless, casement, commencement, transpose, indisposition, deposes, conspired, requisition, consumer, presumption. (26)

#### SENTENCES

The unparalleled request for oil stock will decline, with the result that bonds

will then be almost unsalable. The ancient customs of the people of<sup>25</sup> China are fast giving way to efficient and successful modern methods. The inscription on the rock was simple but exquisite in its composition. The auditor<sup>50</sup> disputed the computation and insisted upon another disposition of the investment being made. The bashful child ran away in breathless haste. (71)

### Brevity in Speaking

By Bruce Burton

At a public dinner some weeks ago five speakers were scheduled. It was agreed that each would speak for twenty minutes—a hundred minutes of<sup>25</sup> oratory, all that any patient audience ought to be called upon to stand. The first man spoke twenty-two minutes. The second man spoke twenty-<sup>50</sup>five. The third man rambled along for an hour and forty-five minutes!

Only once in a blue moon does a man arise and without<sup>75</sup> palaver, drive right to the point, making his statement in a few crisp words and sitting down before we are ready to have him stop.<sup>100</sup> Such a one leaves us gasping with relief and admiration: we would, with the slightest encouragement, shout for him for president. He glistens in our<sup>125</sup> memory; and we mention his name with a certain awe when the names of speakers are told.

Brevity is so popular a virtue that I<sup>150</sup> cannot understand why more speakers do not cultivate it. It is one of the keys to immortality.

Two men spoke at Gettysburg on the same<sup>175</sup> afternoon during the Civil War. One man was named Everett, the leading orator of his day; and he made a typically "great" oration. What reader<sup>200</sup> of this magazine has ever heard it referred to, or could repeat a single line?

The other speaker read from a slip of paper less<sup>225</sup> than three hundred

words. And Lincoln's Gettysburg address will live forever.

Greeley used to say that the way to write a good editorial was to<sup>250</sup> write it to the best of your ability, then cut it in two in the middle and print the last half.

When a reporter complained<sup>275</sup> to Dana that he could not possibly cover a certain story in six hundred words, Dana sent him to the Bible:

"The whole story of<sup>300</sup> the creation of the world is told in less than six hundred!" he exclaimed.

There is one historical character who has fascinated me. His name<sup>325</sup> was Enoch: the honor conferred upon him has been enjoyed by no other; yet his whole biography is written in less than twenty words. "And<sup>350</sup> Enoch walked with God; and he was not: for God took him."

So far as we know, he was the only man ever selected by<sup>375</sup> the Almighty as a walking-companion. And there is every indication that he was a man of very few words. (395)—*From the Red Book Magazine.*

### Talleyrand

*By Victor Hugo*

In the Rue Saint-Florentin there are a palace and a sewer. The Palace, which is of a rich, handsome, and gloomy style of architecture,<sup>25</sup> was long called Hôtel de l'Infantado; nowadays may be seen on the frontal of its principal doorway, Hôtel Talleyrand. During the forty years that he<sup>50</sup> resided in this street, the last tenant of this palace never, perhaps, cast his eyes upon this sewer.

He was a strange, redoubtable, and important<sup>75</sup> personage; his name was Charles Maurice de Perigord; he was of noble descent, like Machiavelli, a priest like Gondi, unfrocked like Fouché, witty like Voltaire,<sup>100</sup> and lame like the devil. It might be averred that everything in him was lame like himself—the nobility which he had placed at the<sup>125</sup> service of the

Republic, the priesthood which he had dragged through the parade-ground, then cast into the gutter, the marriage which he had broken<sup>150</sup> off through a score of exposures and a voluntary separation, the understanding which he disgraced by acts of baseness.

This man, nevertheless, had grandeur; the<sup>175</sup> splendors of the two regimes were united in him; he was a Prince in the Kingdom of France, and a Prince of the French Empire.<sup>200</sup> During thirty years, from the interior of his palace, from the interior of his thoughts, he had almost controlled Europe. He had permitted himself to<sup>225</sup> be on terms of familiarity with the Revolution, and had smiled upon it—ironically, it is true, but the Revolution had not perceived this. He<sup>250</sup> had come in contact with, known, observed, penetrated, influenced, set in motion, fathomed, bantered, inspired all the men of his time, all the ideas of<sup>275</sup> his time; and there had been moments in his life when, holding in his hand the four or five great threads which moved the civilized<sup>300</sup> universe, he had for his puppet Napoleon I., Emperor of the French, King of Italy, Protector of the Confederation of the Rhine, Mediator of the<sup>325</sup> Swiss Confederation. That is the game which was played by this man.

After the Revolution of July, the old race, of which he was the<sup>350</sup> high chamberlain, having fallen, he found himself once more on his feet, and said to the people of 1830, seated bare-armed upon<sup>375</sup> a heap of paving-stones, "Make me your ambassador!"

He received the confession of Mirabeau and the first confidence of Thiers. He said of himself<sup>400</sup> that he was a great poet, and that he had composed a trilogy in three dynasties: Act I, the Empire of Bonaparte; Act II, the<sup>425</sup> House of Bourbon; Act III, the House of Orleans.

He did all this in his palace; and in this palace, like a spider in his<sup>450</sup> web,

# Commercial Education Circular No. 4

## Issued by the Bureau of Education, Washington, D. C.

Presents a practical and progressive course of instruction for commercial schools. A feature of this course is the recommendation that all commercial schools devote at least forty hours to the study of each of the following subjects:

**Business Organization and Management**  
**Economics of Business**  
**Office Practice**

A number of our leading schools are already conducting courses in all of these subjects. Others are teaching some of them. Every commercial teacher recognizes the importance of getting away from the purely mechanical subjects and devoting some time to bedrock business principles.

Until recently the lack of suitable texts has been the chief obstacle to the introduction of these subjects. The publication of *Business Organization and Administration*, by J. Anton de Haas, Professor of Foreign Trade, New York University, and *An Introduction to Economics*, by Graham A. Laing, University of Arizona, has gone far to solve the problem. *Office Training for Stenographers*, by Rupert P. SoRelle, has been doing service in our leading schools for several years.

*Write our nearest office for further information about these new books.*

### THE GREGG PUBLISHING COMPANY

New York

Chicago

Boston

San Francisco

London



he allured and caught in succession heroes, thinkers, great men, conquerors, kings, princes, emperors—all the gilded and glittering flies who buzz through the<sup>478</sup> history of the last forty years. All this glistening throng, fascinated by the penetrating eye of this man, passed in turn under that gloomy entrance<sup>500</sup> bearing upon the architrave the inscription *Hôtel Talleyrand*.

Well, the day before yesterday, May 17, 1838, this man died. Doctors came and<sup>528</sup> embalmed the body. The work done, after having transformed the Prince de Talleyrand into a mummy, and nailed down this mummy in a coffin lined<sup>550</sup> with white satin, they retired, leaving upon a table the brain—that brain which had thought so many things, inspired so many men, erected so<sup>578</sup> many buildings, led two revolutions, duped twenty kings, held the world. The doctors being gone, a servant entered: he saw what they had left: "*Hulloa!*<sup>600</sup> they have forgotten this." What was to be done with it? It occurred to him that there was a sewer in the street; he went<sup>628</sup> there and threw the brain into this sewer. (633)

### *How Reading Helps the Shorthand Writer*

Just as the young artist surrounds himself with masterpieces to become familiar with the best in his art, and the young writer studies the classics<sup>28</sup> to perfect his style, so the ambitious student of shorthand should read many pages of artistic notes to impress upon his mind the accuracy and<sup>50</sup> beauty of the word forms.

By following a regular course in reading notes prepared by master writers, more than one purpose is served.

First, and<sup>76</sup> most important, is the one just mentioned, namely, the formation of a correct standard of writing. The stories and articles engraved in shorthand are more<sup>100</sup> carefully prepared than the student's

own notes, and form a valuable supplement to the hurried routine of the classroom. The tendency to carelessness is overcome<sup>128</sup> and the student held to a finished perfection of shorthand style.

Second, the more often a shorthand form is visualized, the more easily is its<sup>150</sup> image reproduced. Hence, methodical reading is an aid to speed writing. Also, the wider a student's reading of shorthand, the less likely is he to<sup>178</sup> be confronted by an unfamiliar word in dictation.

Third, the study of a carefully selected variety of material promotes fluency in reading. Children who have never<sup>200</sup> read any books but the first and second readers stumble and hesitate when given anything unfamiliar, while those who have browsed in a library<sup>228</sup> read the classics with ease and enjoyment. The same principle applies in shorthand. An abundance of supplementary reading eliminates hesitation.

Fourth, the course develops the<sup>250</sup> student's ability to read another writer's notes, an accomplishment that every business man appreciates and one that tends toward standardizing the writing of the system.<sup>278</sup>

Fifth, such reading brightens the class work, stimulates imagination and maintains interest. It is a welcome diversion from the monotony of business dictation, yet a<sup>300</sup> diversion that pays large dividends in increased efficiency.

Shorthand reading books are also of great practical value to the stenographer whose work necessitates the use<sup>328</sup> of the same words over and over.

To be ready for a position in a different line when such an opening occurs, stenographers must maintain<sup>350</sup> and extend their general vocabulary. For this purpose supplementary reading books will be found both practical and profitable. They are also admirably adapted to study<sup>378</sup> in the evening school classes. (380)

*Business Letters*

## CLAIMS AGAINST RAILROADS

Western Drug Store,  
Omaha, Nebraska.  
Gentlemen:

In compliance with your request we have entered a claim against the American Express Company for the amount of<sup>25</sup> fifty-eight cents, covering the 1-6 dozen Sanford's Ink which was broken in our shipment to you of February 28.

We will credit<sup>50</sup> your account with this promptly upon receipt of an adjustment from the express company.

Yours very truly, (67)

Vermont Central Railroad Company,  
Burlington, Vermont.  
Gentlemen:

In compliance with your letter of March 13, file C-8489-13, I<sup>25</sup> am inclosing an itemized bill from Fairbanks, Morse & Company, also paid freight bill, covering the five Scales. The original bill of lading was furnished<sup>50</sup> with the original claim.

I trust these papers will enable you to make a prompt settlement of the claim.

Yours very truly, (72)

Freight Agent, Lackawanna Railroad,  
Scranton, Pennsylvania.

Dear Sir:

In compliance with your request of December 8, we send herewith copy of our bill of lading<sup>25</sup> 926903, covering shipment of August 2 to Sam March, of your city.

Inasmuch as consignee has a just<sup>50</sup> claim for damage, we will respectfully ask that you arrange to prepare a freight bill so that we can properly proceed with claim in his<sup>75</sup> behalf.

Will you please have this issued and give it to Mr. March as quickly as possible.

Yours very truly, (95)

Mr. C. J. Lundstrom, Claim Agent,  
New York Central R. R. Co.,  
Chicago, Illinois.

Dear Sir:

We authorize you to cancel our claim of December 12,<sup>25</sup> 1917, for one dozen Alkalol, 8 ounce, which was short in shipment from the Alkalol Company, Taunton, Massachusetts, on October 26 to<sup>50</sup> us.

The goods have since been received.

Yours truly, (59)

*Short Stories in Shorthand*

## HER WATERLOO

The Doctor—How long has she been like this?

The Husband—Since soon after we moved into this house. She went up against an echo<sup>25</sup> in the back yard and found she couldn't have the last word. (37)

## THE KIND THAT STICKS

"You don't hear any talk nowadays about a more elastic currency."

"No; what we want to-day is a more adhesive currency!" (21)

## EXACTLY

Manager—Thomson, you are discharged.

Clerk—But I have done nothing, sir, absolutely nothing.

Manager—Exactly. That's why you are discharged. (20)

## WHAT'S THE DIFFERENCE?

"All I did," said the profiteer, "was to take advantage of an opportunity."

"Well," answered the patriot, "that's all Captain Kidd used to do." (24)

## WHY NOT

The fair young student at Polytechnic, at the close of the cooking period, carefully wrote out a label that read "Yankee Jam" and pasted it<sup>25</sup> on the jar she had just filled.

"But why 'Yankee Jam?'" asked the teacher.

"Well," was the reply, "every time I stirred it up it<sup>50</sup> wanted to go over the top." (56)

## THE POOR FISH!

Willie giggled when the teacher read the story of the Roman who

swam across the Tiber three times before breakfast.

"You do not doubt that<sup>28</sup> a trained swimmer could do that, do you, Willie?"

"No, Sir," said Willie, "but I wonder why he didn't make it four and get back<sup>30</sup> to the side his clothes were on." (56)

#### THE SUREST WAY

Angry Father—If my son marries that burlesque actress, I shall cut him off without a cent, and you can tell him so.

Lawyer—There's<sup>35</sup> no use of bothering him; I'll just tell the actress. (34)

## THE TEMPLE UNIVERSITY, Philadelphia, Pa. SUMMER COURSES IN SHORTHAND AND TYPEWRITING

GREGG SHORTHAND—Principles and Methods of Teaching. Sixty hour course, two degree credits.

GREGG SHORTHAND—Advanced Dictation and Methods of Teaching. Sixty hour course, two degree credits.

TYPEWRITING—Operation of Machine and Methods of Teaching. Thirty hour course, one-half point degree credit.

Classes limited to twenty

**July 5—August 16**

Dormitory for ladies

Further information can be had by addressing

**MILTON F. STAUFFER, Director of the School of Commerce**

## COMMERCIAL TEACHERS! COME TO HEADQUARTERS

WRITE TO-DAY FOR "THE ROAD TO GOOD POSITIONS" AND ENROLLMENT CARD



WM. RUFFER, A.M. . . . . Manager  
W. S. FRY, B.S. . . . . Assistant Manager  
W. B. MOONEY, A.M. . . . Assistant Manager  
and FIELD REPRESENTATIVE

**Unexcelled Service—Free Enrollment**

IN ALL OFFICES

Other Offices:

PORTLAND, ORE., MINNEAPOLIS, LOS ANGELES  
N. W. Bank Bldg. Lumber Exchange Cha. of Com.  
KANSAS CITY, MO. CHICAGO

**Largest Teachers' Agency in the West**

## 7000 Western Reference Teachers Wanted!

Last season we received official requests from employers in forty-three states and four foreign countries for over SEVEN THOUSAND teachers for schools and colleges, from Kindergarten to University. Our ninth year of recommending only when asked to do so by employers direct. This is why our members are usually chosen. They are wanted. If you want a position with the Progressive employers who depend upon our Professional Service for teachers you must use the same service they use. Free enrollment. Commission payable out of first and second months' salary.

### THE WESTERN REFERENCE & BOND ASSOCIATION

321 Journal Building

::

::

KANSAS CITY, MISSOURI

*Business Letters*

## CLAIMS AGAINST RAILROADS

Western Drug Store,  
Omaha, Nebraska.  
Gentlemen:

In compliance with your request we have entered a claim against the American Express Company for the amount of<sup>26</sup> fifty-eight cents, covering the 1-6 dozen Sanford's Ink which was broken in our shipment to you of February 28.

We will credit<sup>50</sup> your account with this promptly upon receipt of an adjustment from the express company.

Yours very truly, (67)

Vermont Central Railroad Company,  
Burlington, Vermont.  
Gentlemen:

In compliance with your letter of March 13, file C-8489-13, I<sup>28</sup> am inclosing an itemized bill from Fairbanks, Morse & Company, also paid freight bill, covering the five Scales. The original bill of lading was furnished<sup>50</sup> with the original claim.

I trust these papers will enable you to make a prompt settlement of the claim.

Yours very truly, (72)

Freight Agent, Lackawanna Railroad,  
Scranton, Pennsylvania.

Dear Sir:

In compliance with your request of December 8, we send herewith copy of our bill of lading<sup>25</sup> 926903, covering shipment of August 2 to Sam March, of your city.

Inasmuch as consignee has a just<sup>50</sup> claim for damage, we will respectfully ask that you arrange to prepare a freight bill so that we can properly proceed with claim in his<sup>76</sup> behalf.

Will you please have this issued and give it to Mr. March as quickly as possible.

Yours very truly, (95)

Mr. C. J. Lundstrom, Claim Agent,  
New York Central R. R. Co.,  
Chicago, Illinois.

Dear Sir:

We authorize you to cancel our claim of December 12,<sup>28</sup> 1917, for one dozen Alkalol, 8 ounce, which was short in shipment from the Alkalol Company, Taunton, Massachusetts, on October 26 to<sup>50</sup> us.

The goods have since been received.

Yours truly, (59)

*Short Stories in Shorthand*

## HER WATERLOO

The Doctor—How long has she been like this?

The Husband—Since soon after we moved into this house. She went up against an echo<sup>26</sup> in the back yard and found she couldn't have the last word. (37)

## THE KIND THAT STICKS

"You don't hear any talk nowadays about a more elastic currency."

"No; what we want to-day is a more adhesive currency!" (21)

## EXACTLY

Manager—Thomson, you are discharged.

Clerk—But I have done nothing, sir, absolutely nothing.

Manager—Exactly. That's why you are discharged. (20)

## WHAT'S THE DIFFERENCE?

"All I did," said the profiteer, "was to take advantage of an opportunity."

"Well," answered the patriot, "that's all Captain Kidd used to do." (24)

## WHY NOT

The fair young student at Polytechnic, at the close of the cooking period, carefully wrote out a label that read "Yankee Jam" and pasted it<sup>28</sup> on the jar she had just filled.

"But why 'Yankee Jam?'" asked the teacher.

"Well," was the reply, "every time I stirred it up it<sup>50</sup> wanted to go over the top." (56)

## THE POOR FISH!

Willie giggled when the teacher read the story of the Roman who

swam across the Tiber three times before breakfast.

"You do not doubt that<sup>25</sup> a trained swimmer could do that, do you, Willie?"

"No, Sir," said Willie, "but I wonder why he didn't make it four and get back<sup>30</sup> to the side his clothes were on." (56)

#### THE SUREST WAY

Angry Father—If my son marries that burlesque actress, I shall cut him off without a cent, and you can tell him so.

Lawyer—There's<sup>25</sup> no use of bothering him; I'll just tell the actress. (34)

## THE TEMPLE UNIVERSITY, Philadelphia, Pa. SUMMER COURSES IN SHORTHAND AND TYPEWRITING

GREGG SHORTHAND—Principles and Methods of Teaching. Sixty hour course, two degree credits.

GREGG SHORTHAND—Advanced Dictation and Methods of Teaching. Sixty hour course, two degree credits.

TYPEWRITING—Operation of Machine and Methods of Teaching. Thirty hour course, one-half point degree credit.

Classes limited to twenty

**July 5—August 16**

Dormitory for ladies

Further information can be had by addressing

**MILTON F. STAUFFER, Director of the School of Commerce**

## COMMERCIAL TEACHERS! COME TO HEADQUARTERS

WRITE TO-DAY FOR "THE ROAD TO GOOD POSITIONS" AND ENROLLMENT CARD



410 U.S. NAT. BANK BLDG DENVER, COLO.

WM. RUFFER, A.M. . . . . Manager  
W. S. FRY, B.S. . . . . Assistant Manager  
W. B. MOONEY, A.M. . . . . Assistant Manager  
and FIELD REPRESENTATIVE

**Unexcelled Service—Free Enrollment**

IN ALL OFFICES

Other Offices:

PORTLAND, ORE., MINNEAPOLIS, LOS ANGELES  
N. W. Bank Bldg. Lumber Exchange Cha. of Com.  
KANSAS CITY, MO. CHICAGO

**Largest Teachers' Agency in the West**

## 7000 Western Reference Teachers Wanted!

Last season we received official requests from employers in forty-three states and four foreign countries for over SEVEN THOUSAND teachers for schools and colleges, from Kindergarten to University. Our ninth year of recommending only when asked to do so by employers direct. This is why our members are usually chosen. They are wanted. If you want a position with the Progressive employers who depend upon our Professional Service for teachers you must use the same service they use. Free enrollment. Commission payable out of first and second months' salary.

### THE WESTERN REFERENCE & BOND ASSOCIATION

321 Journal Building

::

::

KANSAS CITY, MISSOURI

# ARE YOU Winning Gold Medals?

How many of your students are preparing for the Gold Medal Contests? Are they approaching the Gold Medal standard as rapidly as you would like?

Are your students too much inclined to "practice" and too little inclined to make speed building a matter of *study*?

## Typewriting Speed Studies

by

ADELAIDE B. HAKES

not only furnishes the material to reach a "winning standard" but it revives interest in fundamentals—in study! The student is impressed anew with the importance of concentration, repetition, rhythm, RESULTS. In short, Typewriting Speed Studies is a veritable typewriting gymnasium!

Why not furnish each of your typewriters with a copy? The result will be quite as gratifying to you as to the students.

Send to our nearest office to-day for your initial supply.

*Forty pages, eight and one-half by eleven inches, art paper cover, list price 52c. Discounts to schools.*

**THE GREGG PUBLISHING COMPANY**

New York

Chicago

Boston

San Francisco

London